

TABLE 1

REPORT OF CHILDREN WITH DISABILITIES
RECEIVING SPECIAL EDUCATION
UNDER PART B OF THE INDIVIDUALS WITH
DISABILITIES EDUCATION ACT, AS AMENDED

DECEMBER 1, 2001, OR THE LAST FRIDAY IN OCTOBER 2001

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1820-0043. The time required to complete this information collection is estimated to average 2 hours per LEA and 9 hours per SEA response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Special Education Programs, U.S. Department of Education, 600 Independence Avenue, SW, Washington, D.C. 20202-4651.

Authorization: 20 U.S.C. 1411(d)(2) and 1418(a)(1)(A)(i)

Due Date: February 1, 2002

Sampling Allowed: Section A - No
Section B - No for age group, yes for discrete ages and race/ethnicity
Section C - No for age group, yes for discrete ages
Section D - Yes

Send Form to: Patricia J. Guard, Acting Director
Office of Special Education Programs
U.S. Department of Education
Program Support Services Group
Mail Stop 2642
400 Maryland Avenue, SW
Washington, D.C. 20202-2642
Attn: Cheryl Broady

General Instructions

1. Count and report all children with disabilities receiving special education and related services according to an individualized education program. This must be an unduplicated count (i.e., each child with a disability is represented only once on this data table except in the totals). All totals

must represent the sum of the preceding rows or columns. Where data cells contain no numerical value, place zeros (0).

2. The count is to be taken as of December 1 or the last Friday of October. Children ages 3-5 and 6-21 must be reported according to their disability category and discrete age year based upon each child's age as of the data collection date. Children with more than one disability category must be reported as having multiple disabilities or deaf-blindness, as appropriate. Children ages 3-5 and ages 6-21 should be reported by their race/ethnicity and disability category.
3. Children ages 3 through 9 may be reported under the category developmental delay in those States in which diagnostic instruments and procedures have been put in place to measure delays in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development. States *must* have defined and established eligibility criteria for developmental delay in order to use this category for reporting.
4. The use of the category 'developmental delay' is optional. Neither States nor LEAs are required to use this category. States and LEAs having diagnostic instruments and procedures in place to measure delays in one or more of the specified areas may report the number of students having developmental delays at their discretion. If the category is used, it must be reported.
5. The reporting of data on youth 22 and older is optional.
6. While States may use sampling to obtain data for discrete ages and race/ethnicity categories, data for age groupings must be actual counts. Note that the data form indicates where actual counts are required.
7. Forms must be submitted to the Department of Education, Office of Special Education Programs by February 1.

Sampling Guidelines

States may use sampling to obtain data for discrete ages and race/ethnicity categories; however, data for age groupings must be actual counts. States may also sample to provide counts of students 22 years old and above. When sampling is used, a description of the sampling methodology outlining how the design will yield valid and reliable estimates *must* be submitted to OSEP for approval. The level of precision of the estimates to be obtained must be specified in this description. States must submit sampling plans to OSEP for approval by September 30, 2001.

OSEP will evaluate the validity of the sampling plans using the guidelines below.

1. The sampling framework may include all school districts or a sample of districts. If a State chooses to sample districts, all districts with average daily memberships of over 25,000 *must* be included in the sample. States with more than 25 districts with ADMs over 25,000 *must* include all districts with over 50,000 ADM and sample the remaining districts. The total number of districts sampled *must* equal or exceed 100. If the total number districts in the State is 100 or fewer, data must be collected from all districts.

2. When sampling students, whether for all districts or for a sample of districts, data must be collected separately for each Federal disability category. All students whose domicile is in a district must be eligible for the sample including those students served in cooperatives and/or intermediate units or in residential programs out of the district.
3. A minimum sample of 100 children *must* be used by all districts, except where the total number in a disability category is less than 100. In such a case, data *must* be collected for all students in that category.

States that use sampling will provide OSEP with weighted rather than unweighted data. A description of the final sample sizes and the weights used should also be provided at the time the data are provided.

Specific Instructions

Section B

Section B consists of two tables. In Table B-1, indicate for each discrete age and type of disability the number of children receiving special education and related services according to an individualized education program. States are required to complete the entire table, providing data for discrete ages, age groupings, and disability categories. States may use sampling for data on discrete ages, if the State does not collect data for individual ages. See the section on Sampling Guidelines for more information.

In Table B-2, report the total number of students with disabilities ages 3-5 by disability condition and race/ethnicity categories. States may use sampling for race/ethnicity categories.

In November 1997, OMB announced its decision concerning the revision of Race and Ethnic Standards for Federal Statistics and Administrative Reporting. In that announcement, OMB reported that there would be five racial categories -- American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White -- and one ethnic category -- Hispanic or Latino. Additionally, OMB announced that individuals would be allowed to select as many race/ethnicity categories as were applicable. Under the new reporting requirements a single, multi-racial category cannot be used. OSEP is currently working with OMB and other offices within ED to develop reasonable categories for capturing aggregated data. OSEP expects to use the new categories in the coming years.

Enter an unduplicated number of all children with disabilities ages 3-5 by race/ethnicity category. The race/ethnicity categories are defined as follows:

American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community recognition.
Asian or Pacific Islander	A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.
Black (not Hispanic)	A person having origins in any of the Black racial groups of Africa.

Hispanic	A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
White (not Hispanic)	A person having origins in any of the original peoples of Europe, North Africa or the Middle East.
Total	The unduplicated total across the race/ethnicity designations.

Note that children can only be reported in one race/ethnicity category.

States are required to complete the entire table providing data for discrete ages, age groupings, and race/ethnicity categories. States that have discrete age and/or race/ethnicity data available should base the report on actual (not sample) data. States that do not have data for each discrete age or race/ethnicity categories are required to report actual data for the age grouping 3-5 and to use sampling for discrete ages and race/ethnicity categories. See the section on Sampling Guidelines for more information.

Section C

Indicate for each age category and type of disability the number of children receiving special education and related services according to an individualized educational program. States may report the number of children experiencing developmental delay(s) ages 6 through 9 who are receiving special education and related services.

As in Section B above, States are required to complete the entire table providing data for discrete ages, age groupings, and disability categories. States that have discrete ages should base the report on actual (not sample) data. States that do not have data for each discrete age are required to report actual data for the age groupings 6-21, and to use sampling for discrete ages. If a State has actual data for discrete ages 6 through 21 and not for 22 and above, the State may sample for the 22 and above category. See the section on Sampling Guidelines for more information.

Section D

Report the total number of students with disabilities ages 6-21 by disability condition and race/ethnicity categories. States may use sampling for race/ethnicity categories. Use the race/ethnicity categories defined under Section B. Note that students may only be reported in one race/ethnicity category.

Section E

This report must be signed by the Chief State School Officer or the individual authorized by the State to certify these counts.

TABLE 1
REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED

2000

STATE:

SECTION A

COUNT DATE:	MONTH	DAY	YEAR
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TABLE 1
REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION
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2000

STATE: _____

SECTION B

B-1. NUMBER OF CHILDREN AGES 3-5 RECEIVING SPECIAL EDUCATION				
AGE AS OF DATA COLLECTION DATE DISABILITY	3	4	5	3-5 (Actual Data)
MENTAL RETARDATION				
HEARING IMPAIRMENTS				
SPEECH OR LANGUAGE IMPAIRMENTS				
VISUAL IMPAIRMENTS				
EMOTIONAL DISTURBANCE				
ORTHOPEDIC IMPAIRMENTS				
OTHER HEALTH IMPAIRMENTS				
SPECIFIC LEARNING DISABILITIES				
DEAF-BLINDNESS				
MULTIPLE DISABILITIES				
AUTISM				
TRAUMATIC BRAIN INJURY				
DEVELOPMENTAL DELAY*				
TOTAL: (Sum of all the above)				

* States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

ED FORM: 869-5

ORIGINAL SUBMISSION/REVISION

CURRENT DATE: _____

TABLE 1
REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED
2000

STATE:

SECTION B (Continued)

B-2. RACE/ETHNICITY OF CHILDREN AGES 3-5 RECEIVING SPECIAL EDUCATION						
RACE/ETHNICITY	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK (NOT HISPANIC)	HISPANIC	WHITE (NOT HISPANIC)	TOTAL
MENTAL RETARDATION						
HEARING IMPAIRMENTS						
SPEECH OR LANGUAGE IMPAIRMENTS						
VISUAL IMPAIRMENTS						
EMOTIONAL DISTURBANCE						
ORTHOPEDIC IMPAIRMENTS						
OTHER HEALTH IMPAIRMENTS						
SPECIFIC LEARNING DISABILITIES						
DEAF-BLINDNESS						
MULTIPLE DISABILITIES						
AUTISM						
TRAUMATIC BRAIN INJURY						
DEVELOPMENTAL DELAY*						
TOTAL: (Sum of all the above)						

* States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

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STATE: _____

SECTION C

NUMBER OF CHILDREN AGES 6-21 RECEIVING SPECIAL EDUCATION						
AGE AS OF DATA COLLECTION DATE DISABILITY	6	7	8	9	10	11
MENTAL RETARDATION						
HEARING IMPAIRMENTS						
SPEECH OR LANGUAGE IMPAIRMENTS						
VISUAL IMPAIRMENTS						
EMOTIONAL DISTURBANCE						
ORTHOPEDIC IMPAIRMENTS						
OTHER HEALTH IMPAIRMENTS						
SPECIFIC LEARNING DISABILITIES						
DEAF-BLINDNESS						
MULTIPLE DISABILITIES						
AUTISM						
TRAUMATIC BRAIN INJURY						
DEVELOPMENTAL DELAY*						
TOTAL: (Sum of all the above)						

* States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

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STATE:

SECTION C (Continued)

NUMBER OF CHILDREN AGES 6-21 RECEIVING SPECIAL EDUCATION						
AGE AS OF DATA COLLECTION DATE						
DISABILITY	12	13	14	15	16	17
MENTAL RETARDATION						
HEARING IMPAIRMENTS						
SPEECH OR LANGUAGE IMPAIRMENTS						
VISUAL IMPAIRMENTS						
EMOTIONAL DISTURBANCE						
ORTHOPEDIC IMPAIRMENTS						
OTHER HEALTH IMPAIRMENTS						
SPECIFIC LEARNING DISABILITIES						
DEAF-BLINDNESS						
MULTIPLE DISABILITIES						
AUTISM						
TRAUMATIC BRAIN INJURY						
DEVELOPMENTAL DELAY						
TOTAL: (Sum of all the above)						

ED FORM: 869-5

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TABLE 1
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STATE:

SECTION C (Continued)

NUMBER OF CHILDREN AGES 6-21 RECEIVING SPECIAL EDUCATION							
AGE AS OF DATA COLLECTION DATE DISABILITY	18	19	20	21	6-21 (Actual Data)	22+ (Optional)	6-22+ (Optional)
MENTAL RETARDATION							
HEARING IMPAIRMENTS							
SPEECH OR LANGUAGE IMPAIRMENTS							
VISUAL IMPAIRMENTS							
EMOTIONAL DISTURBANCE							
ORTHOPEDIC IMPAIRMENTS							
OTHER HEALTH IMPAIRMENTS							
SPECIFIC LEARNING DISABILITIES							
DEAF-BLINDNESS							
MULTIPLE DISABILITIES							
AUTISM							
TRAUMATIC BRAIN INJURY							
DEVELOPMENTAL DELAY*							
TOTAL: (Sum of all the above)							

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2000

STATE:

SECTION D

RACE/ETHNICITY OF CHILDREN AGES 6-21 RECEIVING SPECIAL EDUCATION						
RACE/ETHNICITY	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK (Not Hispanic)	HISPANIC	WHITE (NOT HISPANIC)	TOTAL
MENTAL RETARDATION						
HEARING IMPAIRMENTS						
SPEECH OR LANGUAGE IMPAIRMENTS						
VISUAL IMPAIRMENTS						
EMOTIONAL DISTURBANCE						
ORTHOPEDIC IMPAIRMENTS						
OTHER HEALTH IMPAIRMENTS						
SPECIFIC LEARNING DISABILITIES						
DEAF-BLINDNESS						
MULTIPLE DISABILITIES						
AUTISM						
TRAUMATIC BRAIN INJURY						
DEVELOPMENTAL DELAY*						
TOTAL: (Sum of all the above)						

* States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

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REPORT DUE NO LATER THAN FEBRUARY 1

STATE:

SECTION E - CERTIFICATION

I CERTIFY that these data represent an accurate and unduplicated count of children with disabilities receiving special education and related services on either December 1 or the last Friday in October, according to an Individualized Education Program.

AUTHORIZING OFFICIAL

NAME AND TITLE (TYPE OR PRINT)

SIGNATURE

DATE OF SIGNATURE

No further monies or other benefits may be paid out under this program unless this report is completed and filed as required by 20 U.S.C. 1411(d)(1); 1418(a)(1)(A)(i); 1402.

ED FORM: 869-5

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